

THE USE OF VOCABULARY JOURNAL IN TEACHING VOCABULARY

AN ARTICLE

Jurisdiction Responsibility by:

**NUR ELITA
F12112030**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGES AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
TANJUNGPURA UNIVERSITY
PONTIANAK
2018**

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NUR ELITA
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Approved by

Supervisor I,

Supervisor II,


Dr. Y. Gatot Sutapa Y, M.Pd
NIP. 196507171992031003


Dr. Endang Susilawati, M.Si
NIP. 196202261989032002

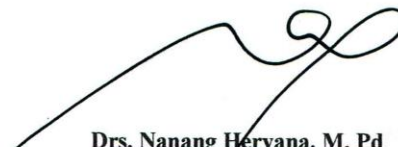
Legalized by

**Dean of Teacher Training and
Education Faculty,**

**Head of Languages and Arts
Education Department,**



Dr. H. Martono, M. Pd
NIP. 196803161994031014


Drs. Nanang Hervana, M. Pd
NIP. 196107051988101001

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Nur Elita, Y. Gatot Sutapa, Endang Susilawati

English Education Study Program, Languages and Arts Education Department,
FKIP, Tanjungpura University
Email: nurelita69@gmail.com

Abstract

The research was aimed at discovering the effect of vocabulary journal on students' vocabulary achievement on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017. This research was pre-experimental research with one group pre-test post-test design. The population of this research was the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017 with the total number of students were 131 students and the sample of the research was class VIII B which consisted of 33 students. The measurement technique was employed to collect the data. Based on the result of the hypothesis testing as well as analysis of the effect size, the use of vocabulary journal has a strong effect in teaching vocabulary on descriptive text in SMP Negeri 2 Teluk Keramat. Vocabulary journal enabled the students to learn vocabulary actively, made the students more aware of learning vocabulary, and it can be used to review the material. It was indicated by the improvement of the students' vocabulary achievement after getting three times treatments by the implementation of vocabulary journal. Referring to research finding, the researcher recommends this technique to be implemented, especially in teaching vocabulary.

Keywords: Vocabulary Journal, Teaching Vocabulary, Vocabulary Achievement.

INTRODUCTION

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. As a consequence, in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

In fact, the common problem in English language learning is that the students do not have an adequate number of vocabulary. Low vocabulary proficiency makes an obstacle for them in acquiring language knowledge and participating in the class activities. The same case also occurred in SMPN 2 Teluk Keramat, based on the writer's preliminary observation, most of the students are lack of vocabulary, so that they got difficulties in comprehending a text and also expressing their ideas when they are writing or speaking.

One of the cause of this problem is that their learning habits. Their learning habits such as writing down words on a piece of paper, learning words by heart, heavily depending on wordlists in textbook, passively waiting for teacher's explanation for new words seem to be ineffective and make them bored with learning vocabulary. In order to memorize new items, students often use rote memorization techniques. With this learning strategy most of the students tend to remember the words immediately but they also tend to forget the vocabulary immediately, they fail to recall most of the words they had learnt before.

Therefore, the use of appropriate teaching strategy in vocabulary instruction is considered important. The teacher should use the appropriate strategy in order to make the learners more likely to acquire the vocabulary. Vocabulary journal is one of the

strategies that teachers can apply in teaching vocabulary. The vocabulary journal is a kind of personal dictionary; learners record the words they encounter, along with their meanings and any other important aspects (Bozkurt, 2007). The researcher focused on the content words on the classification of vocabulary, especially adjective, noun, and verbs in the context of descriptive text.

The previous research was conducted by Fika Nurul Hanifia from Indonesia University of Education (2013) in a private junior high school in Bandung concluded that experimental class tended to have better scores than control class did and the data of the interview showed positive responses to the use of vocabulary journal in learning vocabulary. Another research was conducted by Melvina and Siti Nurbaya (2014) at Grade V.C. of SDN 025 Bukit Raya Pekan Baru', they concluded that there is an increased ability to master the vocabulary for the students by using vocabulary notebook. Therefore, the focused of this research is on noun, adjective, and verb in the context of descriptive text for grade eighth students in a state junior high school.

Relating to the previous researches about applying vocabulary journal in teaching vocabulary which showed positive results and the writer's preliminary observation which showed most of the students lack in vocabulary proficiency, therefore this present study is attempted to apply this teaching strategy to the eighth grade students of SMP Negeri 2 Teluk Keramat. The purpose of the research was to discover whether or not the use of vocabulary journal is effective in increase students' vocabulary, thus the writer conducted pre-experimental research. The writer defines the research problems as follow: 1) Does the use of vocabulary journal significantly increase students' vocabulary on the eighth grade of students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017? 2) If it does, what is the effect size of vocabulary journal in teaching vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017?

Based on the research problems, the purpose of this research as follows: 1) To find out whether or not the use of vocabulary journal significantly increase students' vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017. 2) To find out the effect size of the use of vocabulary journal in increasing students' vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017.

Based on the data analysis, it was found that the use of vocabulary journal significantly increases students' vocabulary achievement and has a strong effect in teaching vocabulary on descriptive text in SMP Negeri 2 Teluk Keramat.

Hypothesis was tested to discover whether it can be accepted or has to be rejected based on the available evidence. A hypothesis is described as a statement in the quantitative research in which the researcher makes a prediction about the outcome of a relationship among attributes or characteristics (Creswell, 2012). The hypotheses of this research are formulated as follows: 1) Null Hypothesis (H_0) The use of vocabulary journal in teaching vocabulary does not significantly increase students' vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017. 2) Alternative Hypothesis (H_a) The use of vocabulary journal in teaching vocabulary significantly increases students' vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017.

Based on the data analysis, it was found that the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that the use of vocabulary journal in teaching vocabulary significantly increases students' vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017.

METHODOLOGY

Since the purpose of the research is to discover the effect of the use of vocabulary journal in teaching vocabulary, the writer

conducted a pre-experimental research with *The One-Group, Pretest-Posttest Design* to answer the research question. The writer employed pre-experimental research because it was considered as an appropriate design to be applied in determining the intended effect of a tested idea (or practice or procedure) on an outcome or dependant variables (Creswell, 2012: 295). Best and Kahn (2006: 164) further explained that experimental research enables the researcher to manipulate certain treatments or environmental conditions to then observe how the subjects' behavior are affected or changed.

In this type of design, the single case is observed before and after the treatment carried out. The effect of the treatment can be judged by the difference between the pretest and the posttest scores (Best and Kahn, 2006: 178). The one group pretest-posttest design can be represented as follow:

<i>Experimental</i>	<hr/>
	O ₁ x O ₂
	<hr/>

Where:

O₁ = pre-test

x = treatment

O₂ = post-test

(Best and Kahn, 2006: 178)

The intended purpose of this research was to discover the effect of vocabulary journal in teaching vocabulary particularly in the context of descriptive texts. The procedures of pre-experimental research design which were conducted by the researcher were described in the following steps: (1) Applying pretest (O₁) to the experimental group to measure students' initial mastery on vocabulary which was judged by their mean score before the treatment was given, (2) Administering the treatment (X), which was the use of vocabulary journal, (3) Applying posttest (O₂) to know the changes which occur as the result of the applied treatments judged by students' mean score, (4) Comparing pretest and posttest to determine the mean score of the pretest and the posttest, (5) Applying statistical formula (*t*-test) to determine

whether or not teaching vocabulary by using vocabulary journal is effective, (6) Applying the Effect Size formula to investigate the effectiveness of the treatment given on students' vocabulary mastery.

A population is defined as a group of individuals with at least one characteristic which distinguishes that group from other individuals (Best and Kahn, 2006; Creswell, 2012). The population of this research is the Eighth Grade Students of SMP Negeri 2 Teluk Keramat in Academic Year 2016/2017. Sample is the selected subjects in the population which are chosen using certain procedure. Creswell (2012: 142) states that sample is the selected individuals who are representative of the entire population that the researcher plans to study for generalizing the population. In choosing the sample, the researcher used cluster random sampling. Gray (2004) defined that "cluster sampling is a sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones" (p.395). It was chosen because the writer assumed that the sample had the same chance and the population was homogeny. Thus, the one class that became the sample of this research was VIII B of SMP Negeri 2 Teluk Keramat which consisted of 33 students.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In conducting this research, the writer collected some data to be analyzed. The data was taken from class B that was the experimental group since this research is a pre-experimental research. The data was calculated to show mean score of pre-test and post-test, hypothesis testing, and the analysis of the effect size from the treatment. The summary of the result of pre-test and post-test were presented in Table 1.

Table 1. The Students Mean Score of Pre-test and Post-test

The Result of Students Pre-test	The Result of Students Post-test
$\sum X_1 = 1974$	$\sum X_2 = 2555$
$\bar{X}_1 = 59.84$	$\bar{X}_2 = 77.42$

According to table 1 the students' mean score of post-test was higher than the pre-test. The total score of the pre-test is 1974 and the mean score is 59.84. From the result of the test, the students' achievement was considered as *poor to average*. The total score of the post-test is 2555 and the mean score of the post-test is 77.42 which categorized as *average to good*.

After calculated the mean score of pre-test and post-test the researcher then calculated the difference score of pre-test and post-test which can be described by the calculation below:

$$D = M\bar{Y} - M\bar{X} \dots\dots\dots(1)$$

$$= 77.42 - 59.84$$

$$= 17.58$$

To know whether the use of vocabulary journal was effective or not in teaching vocabulary, the hypothesis must be tested. The test was required to know that the null hypothesis (H_0) was accepted or not, or whether the alternative hypothesis (H_a) was accepted or not. In this research, hypothesis was tested by using t-test (two-tailed). In t-test computation, if $t_{\text{obtain}} < t_{\text{table}}$, It meant that H_0 was accepted. Instead, if $t_{\text{obtain}} > t_{\text{table}}$, It meant that H_a was accepted. To test the hypothesis, the manual computation was provided below. The calculation of the t-test can be described as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \dots\dots\dots(2)$$

$$= \frac{17.57}{0.73}$$

$$= 24.06$$

The result 24.06 indicated that there was a difference of degree as much as 24.06 between variable X and Y. In order to complete the calculation, the researcher then tried to find out the degree of freedom (df) which is described below:

$$df = N - 1 \dots\dots\dots(3)$$

$$= 33 - 1$$

$$= 32$$

Based on the result of data computation above, the writer found out that the t-test was 24.06. The t_{table} with $df = 32$ and significance level at 0.05 (5%) was 1.6939. Therefore, the t-test was higher than the t_{table} ($24.06 > 1.6939$). Based on the description of the calculation above, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The result of the t-test calculation showed that the use of vocabulary journal in teaching vocabulary significantly increases students' vocabulary on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017.

In order to know the significant effect or how big the effect of the treatment is, the researcher analyzed the effect size to see the effectiveness of the Vocabulary Journal strategy in teaching vocabulary on descriptive text on the eighth grade students of SMP Negeri 2 Teluk Keramat. The tabulation of the finding is shown in the table 2 below.

Table 2. The Students' Significant Effect Score of the Treatment

Students' Code	X	$X - \bar{X}$	$(X - \bar{X})^2$	Y	$Y - \bar{Y}$	$(Y - \bar{Y})^2$
A1	55	-4.84	23.4256	70	-7.42	55.0564
A2	60	0.16	0.0256	70	-7.42	55.0564
A3	65	5.16	26.6256	85	7.58	57.4564
A4	70	10.16	103.2256	90	12.58	158.2564
A5	60	0.16	0.0256	75	-2.42	5.8564

A6	50	-9.84	96.8256	60	-17.42	303.4564
A7	60	0.16	0.0256	80	2.58	6.6564
A8	60	0.16	0.0256	75	-2.42	5.8564
A9	60	0.16	0.0256	80	2.58	6.6564
A10	45	-14.84	220.2256	60	-17.42	303.4564
A11	80	20.16	406.4256	95	17.58	309.0564
A12	70	10.16	103.2256	90	12.58	158.2564
A13	55	-4.84	23.4256	70	-7.42	55.0564
A14	45	-14.84	220.2256	65	-12.42	154.2564
A15	60	0.16	0.0256	75	-2.42	5.8564
A16	50	-9.84	96.8256	75	-2.42	5.8564
A17	75	15.16	229.8256	90	12.58	158.2564
A18	70	10.16	103.2256	85	7.58	57.4564
A19	65	5.16	26.6256	80	2.58	6.6564
A20	60	0.16	0.0256	75	-2.42	5.8564
A21	65	5.16	26.6256	85	7.58	57.4564
A22	70	10.16	103.2256	90	12.58	158.2564
A23	65	5.16	26.6256	85	7.58	57.4564
A24	45	-14.84	220.2256	60	-17.42	303.4564
A25	55	-4.84	23.4256	75	-2.42	5.8564
A26	60	0.16	0.0256	80	2.58	6.6564
A27	60	0.16	0.0256	75	-2.42	5.8564
A28	65	5.16	26.6256	85	7.58	57.4564
A29	70	10.16	103.2256	95	17.58	309.0564
A30	45	-14.84	220.2256	60	-17.42	303.4564
A31	50	-9.84	96.8256	75	-2.42	5.8564
A32	60	0.16	0.0256	85	7.58	57.4564
A33	50	-9.84	96.8256	60	-17.42	303.4564
			$\Sigma(X - \bar{X})^2 =$		$\Sigma(Y - \bar{Y})^2 =$	
			2624.245		3506.061	

Discussion

The calculation of the effect size can be described as follows:

$$\begin{aligned}
 ES &= \frac{\bar{Y} - \bar{X}}{SD_{pooled}} \dots\dots\dots (4) \\
 &= \frac{77.42 - 59.84}{9.6} \\
 &= \mathbf{1.83}
 \end{aligned}$$

From the result above, the score of the effect size is categorized as **strong effect** where the ES (1.83) > 1.00 which means that the use of the vocabulary journal in teaching vocabulary give a strong significant effect to increase students' vocabulary achievement especially in conveying the meaning of the words.

From the data analysis in the previous part, it was found that the students' vocabulary achievement increased significantly after the class received a three-time treatment by the application of vocabulary journal strategy. It means that the treatment gave a good impact on the students' vocabulary achievement. This strategy helped the students to remember new words as well as the meaning of the words so that expand the students' vocabulary achievement. It was seen by the progress of the students in each step by following the research procedure.

The writer found that vocabulary journal can really help the students in vocabulary acquisition. It was in line with the theory proposed by Schmitt, according to Schmitt,

vocabulary journal are often considered as a useful way for learners to become more conscious about their vocabulary learning process. Keeping vocabulary journal requires learners to note down unknown words while also writing their meanings and related information, such as meaning, synonym/antonym, part of speech, sample sentences, etc. Consequently, keeping a vocabulary journal activates a complicated mental process that is carried out during the action of recording words. Furthermore, McCrostie (2007) stated that vocabulary journals are potentially beneficial means for vocabulary acquisition, but students need more guiding and training on this.

As in the first treatment, the writer found that there were some mistakes of the students' vocabulary journal and only few students who got good score. The mistakes of the students were on the part of speech and the drawing which describe the vocabulary. Thus, the writer gave them more explanation about part of speech and told them that the picture they had to draw was the picture which came first to their mind as they known the meaning of the words, so that the students would remember the words easily. The students also got difficulties in making the description of the word meaning and they also got difficulties in guessing the meaning of the words, thus the writer asked them to look up the dictionary.

Furthermore, in the second treatment, to make sure that the students still remember about vocabulary that they had learnt in the last meeting, the researcher reviewed the last material by mentioning the words that the students had learnt before and then asked the students to give the meaning description of the words. The writer explained more about how to guess words meaning by looking at the words surrounding them as in the first treatment the researcher found the students hadn't understand well about it. Later the students would recheck in the dictionary. The students were getting familiar with the procedure of vocabulary journal. They had undestant how to fill the vocabulary journal, but the researcher still noticed some mistakes

by some students in filling the vocabulary journal template. So that the teacher asked the students to present the vocabulary journal to be discussed together and give feedback to the students.

Then, in the third treatment the students could filling the vocabulary journal individually and get used to it. The students also still remember about the words that they learnt in the first and second treatment. The students also had been familiar in guessing the words meaning by the context. The writer suggested the students to keep repated making their vocabulary journal anytime they learn English in order to widen their vocabulary mastery. Those repeated activities in each treatment were actually to improve their vocabulary which consequently resulted in their improved scores in the post-test than ones on the pre-test.

The findings of the present study were in line with the existing research findings conducted by Fika Nurul Hanifia which revealed that there was a significant difference in student's score before and after the strategy was applied indicated by the result of the statistical calculation that showed that the value of t observation was higher than t table which consequently resulted in the rejection of the null hypothesis. Another research finding to support these results was from Melvina and Siti Nurbaya which revealed that the group taught with vocabulary journal strategy outscored significantly another group on post-test showing that the strategy gave a significant improvement in students' vocabulary.

Besides being indicated by the statistical calculation, the effectiveness of vocabulary journal strategy on students' vocabulary was also shown by the students' learning process when the treatments were given where they became actively engaged in the activities conducted by the researcher. Being active here meant they were not only sitting, and reading, and paying their attention to the researcher's explanation, but they were able to work on several activities actively with their teammates. It was in line with the

theory proposed by Schmitt that confirmed that the strategy was considered appropriate for teaching vocabulary as it activates a complicated mental process that is carried out during the action of recording words and the journal can facilitate the learners review the material anytime. In support of this, Fowle (2002) maintained that while discovering the meaning and other aspects of an unknown word, learners might use strategies that involve using dictionaries, guessing from context, or consulting their teachers or classmates. Furthermore, Laufer agreed that keeping vocabulary journals necessitates learners to take more responsibility for their own learning process and become more autonomous.

Through vocabulary journal the students could write their new vocabulary when they learn English in the class, it could be remembered and used in their daily life. Finally, there are many new vocabularies that can be used continually by the students orally or in written product. Because vocabulary development is not only about learning words but also learning phrases or chunks, finding words inside them and learning even more than those words.

Besides the effectiveness of vocabulary journal, there are some weaknesses that have to be anticipated by the teacher. The students can be bored if the activities in the class were monotone, so that the teacher has to be creative in planning various activities so that the learning activities were not monotonous and also to make the learning process more enjoyable and effective. Also, the teacher was suggested to rectify the students' vocabulary journal as feedback for the students. Then the students will learn from their mistakes.

In short, based on the data analysis, the calculation of the Effect Size was categorized as strong effect that led the researcher to reject the Null Hypothesis and concluded that the use of vocabulary journal gave highly significant effect in increasing students' vocabulary mastery on the eighth grade students of SMP Negeri 2 Teluk Keramat in academic year 2016/2017.

CONCLUSION AND SUGGESTION

Conclusion

In accordance with the research findings and discussion, the researcher concluded that the use of vocabulary journal strategy in teaching vocabulary has a strong significant effect indicated by the improvement of the students' vocabulary mastery after received three time treatments through the implementation of vocabulary journal strategy. The students' ability in filling the vocabulary journal as well as their vocabulary mastery improved in each treatment. Vocabulary journal enabled the students to learn vocabulary actively, it made them aware of learning vocabulary was important in acquiring English language, and it can be used as a tool to review any material. In addition, this strategy also helped to raise the students' interest in vocabulary activity shown by their positive response to the learning process when the treatments were being conducted. Well-managed classroom also made students engaged actively to enhance their learning.

Suggestion

From the conclusion above, the writer would like to make some suggestions dealing with the result accomplished: (1) For the teacher, the teacher should apply vocabulary journal especially in teaching vocabulary as an effort to improve students' vocabulary. Besides that, to get better result in students' understanding, the teacher should ensure that the learning process conducted follow the instructional procedures. The teacher should be more creative in modifying the format of the vocabulary journal referring to the level of the students and the need for vocabulary improvement. Also, the teacher should be able to conduct a fun and stress-free learning environment so that the students will enjoy their learning and avoid them from getting bored. The result of this study is also expected to enrich the teacher's knowledge about vocabulary journal so that they can carry out a more effective learning process.

(2) For the students, by using vocabulary journal, the students will hopefully get their vocabulary improved. In attempting to improve the students' vocabulary, the researcher suggested the students to keep writing vocabulary journal whenever they found difficult English words. Beside that, the researcher suggested the teacher to actively monitor the students' improvement in writing vocabulary journal and give the students feedback. (3) For the researchers who are going to conduct the same study, it is suggested to use more reading passages in different text types, and is able to explore vocabulary journal strategy more to conduct a more effective learning process to create meaningful learning experiences. Future researchers are also suggested to conduct their study (McCrostie, 2007) (Schmitt, 2000) studies comprises as many samples as possible from different schools and employs random samples to accomplish more accurate and defensible results.

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